

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Wilson High School

District: Florence School District One

Principal: Dr. Gerard S. Edwards

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

Summary of demographic information

School Profile

Students

As of February 2007, there are 1299 students actively enrolled at Wilson High School. The chart below illustrates the ethnic distribution at Wilson High School.

Gender	Asian	Black	Black/ Indian	Hispanic	Indian	Other	Pacific/ Islander	White	White/ Black	Total
Female	13	508	1	10	2	3	1	136	1	675
Male	18	437	2	5	3	1	2	155	1	624
Total	31	945	3	15	5	4	3	291	2	1299

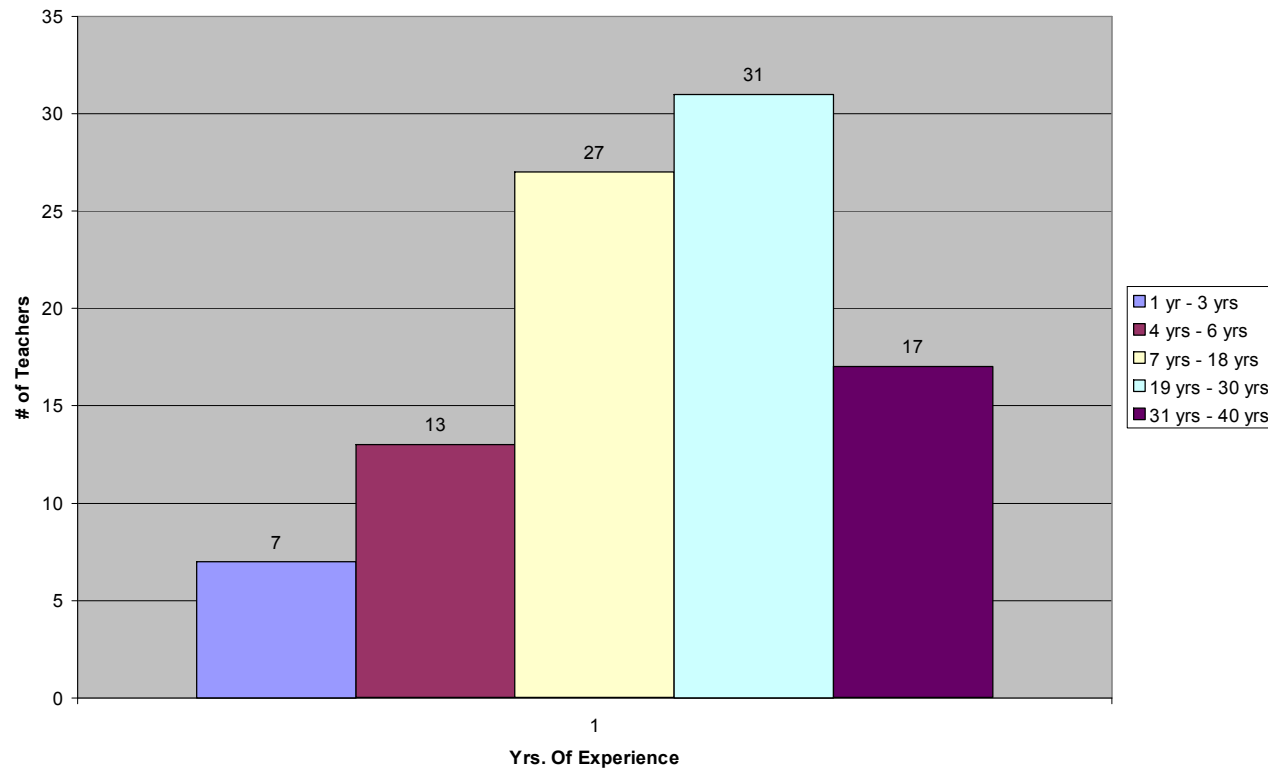
The breakdown of students Free/Reduced Lunch is as follows:

Category	Total
Free Lunch	714 students
Reduced Lunch	61 students
Non-Free or Reduced Lunch	524 students

Teachers

As reported by the 2007 Annual School Report Card, 59% of the teachers at Wilson High School have advanced degrees. 87.2% of the Wilson High School teachers are continuing contract teachers (6.8% of the teachers are on emergency or provisional contracts). 85.5% of the Wilson High School teachers are returning from the previous year. An analysis of the staff showed that 33% of the teachers at Wilson High School have 19 – 30 years of teaching experience. 28% of the teachers at Wilson High School have 7 – 18 years of teaching experience.

Huberman Comparison



Wilson High School

The first records of Wilson School were recorded on November 1, 1869, when Mr. J. E. Wilson was principal. The school building was erected on what is now the corner of Dargan and Palmetto streets, and in 1906, Wilson moved to Athens Street. By that time, Wilson had become one of the outstanding schools in the state. Wilson has had eleven principals since its beginning in 1869. In 1950 Wilson was approved by the Southern Association of Colleges and Secondary Schools. In 1963 Wilson was granted full membership in the Association. Wilson expanded its physical facilities during these years and was moved to the site on North Irby Street in 1955. The campus comprised about 20 beautifully landscaped acres. The current Wilson High School was completed in August, 1982 and dedication ceremonies were held August 15, 1982. The school is presently located on 79 acres and consists of 209,000 square feet.

The absolute and improvement ratings as reported by the Annual School Report Card over five-year period:

Year	Absolute Rating	Improvement Rating
2007	Unsatisfactory	Unsatisfactory
2006	Below Average	Average
2005	Below Average	Below Average
2004	Below Average	Unsatisfactory
2003	Average	Below Average

Three years of data

End of Course tests

Year	Subject	Number Tested	Mean	% A	% B	% C	% D	% F
2004-2005	Algebra 1 / Mathematics for the Technologies 2	432	72	3.7	7.6	15	34	40
2005-2006	Algebra 1 / Mathematics for the Technologies 2	325	74.1	5.2	8	26	30	31
2006-2007	Algebra 1 / Mathematics for the Technologies 2	360	73.9	4.4	7.2	26	34	29

End of Course tests

Year	Subject	Number Tested	Mean	% A	% B	% C	% D	% F
2005-2006	Biology 1 / Applied Biology 2	279	69.3	2.2	5	13	28	53
2006-2007	Biology 1 / Applied Biology 2	302	69.4	1.7	6.6	13	24	55
2005-2006	English 1	292	69.2	0.7	5.5	16	27	51
2006-2007	English 1	278	72	2.9	7.9	25	25	40
2005-2006	Physical Science	192	63.3		4.2	7.8	19	69
2006-2007	Physical Science	249	62.3	0.4	1.6	6.8	13	78

HSAP test scores

English/Language Arts							
		Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
2004-2005	All Students	266	18.8	33.8	24.1	23.3	81.2
2005-2006	All Students	298	15.1	36.2	28.2	20.5	84.9
2006-2007	All Students	244	18.9	40.6	19.3	21.3	81.1
Mathematics							
2004-2005	All Students	265	34.3	34.3	16.6	14.7	65.7
2005-2006	All Students	300	41	30	13.3	15.7	59
2006-2007	All Students	241	26.1	34	19.5	20.3	73.9

Graduation Rates

Year	Number of Students	Number of Diplomas	Rate
2007	363	219	60.3%
2006	350	224	64.0%
2005	295	173	58.6%

Summary of Developmental Process

On January 24, 2008, Dr. Gerard Edwards, Superintendent Larry Jackson, and Karen Medley of the School Leadership Team attended the State Department of Education's School External Review Team Training to begin the process of preparing Wilson High School's Focused School Renewal Plan for the 2008-2009 school year.

Upon return to the school, the School Leadership Team, and the Principal began to identify problems in the school which have contributed to the student achievement results on the 2007 School Report Card. After identification of the areas of weakness, strategies to improve those areas were brainstormed and discussed for feasibility of implementation. School data, provided by the Guidance Department Chairman, David Littlefield, and the School Report Card, were analyzed to facilitate identification of areas of weakness.

The External Review Team met with the School Leadership Team four times to guide the team in its preparation of the final Focused School Renewal Plan to be submitted to the State Department of Education on February 22, 2008, and implemented, beginning in July, 2008, during the 2008-2009 school year.

The Wilson High School Principal and the District Superintendent, respectively, prepared both the Principal and District Focused School Renewal Plan Goals to support the school goals to improve student achievement.

Narrative of Expected Progress Through the Use of Goals

Focused Goal 1, By April 1, 2009, 80% of students in the 9GR6 cohort will be on-target for on-time graduation, with its intervention strategies to identify and remediate students who lack the required credits and/or HSAP scores to graduate on-time, will improve the school's Longitudinal Exit Exam passage rate and on-time graduation rate.

Focused Goal 2, By April 1, 2009, 73% of Students enrolled in English 1, Algebra 1, US History, and Physical Science will demonstrate at least 70% mastery of course content knowledge as measured by local benchmark assessments for these courses, will improve the % Scoring 70 or Above on End of Course Tests and tangentially improve promotion rates, on-time graduation rates, and HSAP passage rates.

Focused Goal 3, By April 1, 2009, using the MAP score correlation to HSAP, 88% of students who have not passed the HSAP will demonstrate readiness to pass all portions by scoring a minimum of 209 in Reading, 210 in Language Usage, and 223 in Math, will, by utilizing data analysis by the faculty across the curriculum, facilitate early intervention to remediate weaknesses in student achievement and will drive differentiated instruction in classrooms. These results will improve on-time graduation rates, reduce retention rates, and facilitate HSAP pass rates.

School Timeline

July 2008

- Power of I staff development
- Start summer bridge program
- Offer summer NovaNET classes
- Staff development for team leaders, lead teachers, & department heads retreat
- HSAP & EOC teachers create
 - Test bank
 - Pre- & Post-tests
 - Quizzes & assessments
 - Review Pacing Guide
- Offer HSAP course for seniors who have not passed HSAP
- Principal will document weekly instructional activities and administrative responsibilities. Send to the district office.
- Principal will meet with administrators and discuss administrative responsibilities, as it relates to student achievement.
- District will provide additional instructional staff members in order to teach HSAP prep classes in Fall 2008.

August 2008

- Identify 9GR6 cohort
- Staff development for Wilson High School staff on The Power of I
- Advisor/Advisee training
- Offer HSAP-prep class & register students for class
- Identify students in EOC classes
- Identify 2009 longitudinal cohort that has not successfully passed HSAP
- Quarterly meeting between Principal and Director of Guidance
- Communicate with parents about their children's on-time graduation status
- District will provide mentors for induction and other teachers, as needed.
- District will provide staff development to assist in instruction.
- District will provide training to selected teachers in Cognitive Coachingsm

September 2008

- Identify HSAP status
- Conduct HSAP parent meeting
- Administer MAP to the following students:
 - 9th graders
 - 10th graders & repeating 9th graders
 - 11th and 12th grade students who have not successfully passed HSAP
- Analyze MAP data
- EOC/HSAP training for preparing data notebooks (faculty)
- Verify correct number of units for on-time graduation for on-time graduation
- Staff development on MAP data and Literacy Across the Curriculum
- Conduct goal setting conferences
- Offer attendance recovery
- Notify parents of status for graduation
- Notify parents of MAP scores
- Principal will conduct 28 staff observations
- Principal will document weekly instructional activities and administrative responsibilities. Send to the district office.
- Principal will meet with administrators and discuss administrative responsibilities, as they relate to student achievement.
- Principal, HSAP, and EOC teachers will conduct conferences in order to review data analysis.
- District instructional staff will conduct a minimum of 5 observations in HSAP and EOC classes.
- Advisor/Advisee meetings

October 2008

- Verify correct number of units for on-time graduation
- Notify parents of status for graduation
- Train staff on data analysis
- Principal will conduct 28 staff observations
- Principal will document weekly instructional activities and administrative responsibilities. Send to the district office.
- Principal will meet with administrators and discuss administrative responsibilities, as they relate to student achievement.
- Principal, HSAP, and EOC teachers will conduct conferences in order to review data analysis.
- District instructional staff will conduct a minimum of 5 observations in HSAP and EOC classes.
- HSAP review session.
- Fall administration of the HSAP
- Advisor/Advisee meetings

November 2008

- HSAP celebration
- Parent conferences
- Principal will conduct 28 staff observations
- Principal will document weekly instructional activities and administrative responsibilities. Send to the district office.
- Principal will meet with administrators and discuss administrative responsibilities, as they relate to student achievement.
- Principal, HSAP, and EOC teachers will conduct conferences in order to review data analysis.
- District instructional staff will conduct a minimum of 5 observations in HSAP and EOC classes.
- Advisor/Advisee Meetings

December 2008

- Principal will conduct 28 staff observations
- Principal will document weekly instructional activities and administrative responsibilities. Send to the district office.
- Principal will meet with administrators and discuss administrative responsibilities, as they relate to student achievement.
- Principal, HSAP, and EOC teachers will conduct conferences in order to review data analysis.
- District will purchase additional NovaNET licenses.
- District will purchase wireless laptop cart for NovaNET classes.
- District instructional staff will conduct a minimum of 5 observations in HSAP and EOC classes.
- Staff development session on literacy skills
- Advisor/Advisee meetings

January 2009

- Staff development on The Power of I
- Verify correct number of units for on-time graduation
- Notify parents of status for graduation
- EOC Testing
- Analyze EOC data
- Administer MAP to the following students:
 - 9th graders
 - 10th graders & Repeating 9th graders
 - 11th and 12th grade students who have not successfully passed HSAP
- Analyze MAP data
- Conduct goal setting conferences
- Notify parents of MAP scores
- Advisor/Advisee meetings
- Principal will conduct 28 staff observations
- Principal will document weekly instructional activities and administrative responsibilities. Send to the district office.
- Principal will meet with administrators and discuss administrative responsibilities, as they relate to student achievement.
- Principal, HSAP, and EOC teachers will conduct conferences in order to

- review data analysis.
- District instructional staff will conduct a minimum of 5 observations in HSAP and EOC classes.

February 2009

- Staff development on data analysis
- Verify correct number of units for on-time graduation
- Notify parents of status for graduation
- Conduct goal setting conferences
- Notify parents of MAP scores
- HSAP after school sessions
- Advisor/Advisee meetings
- Principal will conduct book talks.
- Principal will conduct 28 staff observations
- Principal will document weekly instructional activities and administrative responsibilities. Send to the district office.
- Principal will meet with administrators and discuss administrative responsibilities, as they relate to student achievement.
- Principal, HSAP, and EOC teachers will conduct conferences in order to review data analysis.
- District instructional staff will conduct a minimum of 5 observations in HSAP and EOC classes.
- Compile data for evaluation of FSRP

March 2009

- Staff development on differentiated instruction
- Advisor/Advisee meetings
- Principal will conduct 28 staff observations
- Principal will document weekly instructional activities and administrative responsibilities. Send to the district office.
- Principal will meet with administrators and discuss administrative responsibilities, as they relate to student achievement.
- Principal, HSAP, and EOC teachers will conduct conferences in order to review data analysis.
- District instructional staff will conduct a minimum of 5 observations in HSAP and EOC classes.
- Compile data for Evaluation of FSRP
- Analyze MAP data
- Conduct goal setting conferences

March 2009

- Notify parents of MAP scores

April 2009

- Staff development on data analysis
- Advisor/Advisee meetings
- Principal will conduct 28 staff observations
- Principal will document weekly instructional activities and administrative responsibilities. Send to the district office.
- Principal will meet with administrators and discuss administrative responsibilities, as they relate to student achievement.
- Principal, HSAP, and EOC teachers will conduct conferences in order to review data analysis.
- District instructional staff will conduct a minimum of 5 observations in HSAP and EOC classes.
- HSAP review and test prep

May 2009

- Analyze senior HSAP scores
- EOC testing
- Analyze EOC scores
- Principal will conduct 28 staff observations
- Principal will document weekly instructional activities and administrative responsibilities. Send to the district office.
- Principal will meet with administrators and discuss administrative responsibilities, as they relate to student achievement.
- Principal, HSAP, and EOC teachers will conduct conferences in order to review data analysis.
- District instructional staff will conduct a minimum of 5 observations in HSAP and EOC classes.

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 1: By April 1, 2009, 80% of the students in the 9GR6 cohort will be on-target for on-time graduation as measured by the graduation template.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Identify those students in the 9GR6 cohort	Guidance	August 2008	<ul style="list-style-type: none"> List of students in the 9GR6 cohort which will facilitate the development of strategies to prepare the cohort for on-time graduation, David Littlefield
Identify the HSAP status of the students in the cohort	Guidance	Sept. 2008	<ul style="list-style-type: none"> Roster of cohort students' HSAP status will help us focus on strategies to prepare these students for on-time graduation, David Littlefield
Offer NovaNET sessions after school from 6-9 pm, Monday through Thursday, and Saturdays from 9-12 pm for credit recovery	Principal Guidance Selected teachers	November 2008	<ul style="list-style-type: none"> NovaNET sessions will allow students to make up lost credits for on-time graduation. NovaNET progress reports, student attendance rosters, Graduation Template, and Graduation Requirement Checklist will provide evidence of improvement to NovaNET instructors(TBA)/Dr. Gerard Edwards
Notify parents of graduation status at completion of 10 th and 11 th grades	Guidance Career Development Facilitators	September 2008	<ul style="list-style-type: none"> Providing student status toward graduation allows parents to actively participate in on-time graduation strategies. Indicators of implementation will include parent letters, Individualized Graduation Plans, and Graduation Progress Reports, David Littlefield. Parents will be notified at the end of each quarter.

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Offer Summer NovaNET classes	Principal Selected teachers Guidance	July 2008	<ul style="list-style-type: none"> NovaNET sessions will allow students to make up lost credits for on-time graduation. NovaNET Progress Reports, student attendance rosters, Graduation Template and Graduation Requirement Checklist will provide indicators of implementation, David Littlefield, Dr. Gerard Edwards
Offer Attendance Recovery program for students to meet state attendance requirements for Carnegie unit credit	Assistant Principal Attendance Clerk	September 2008	<ul style="list-style-type: none"> Recoup credits for students who have lost credit because excessive absences. Class rosters, attendance records, and Graduation Requirement Checklists will provide indicators of implementation, Iris McElveen
Verify that cohort students have the correct number of units or are on-target to have correct number of units for graduation	Guidance Homeroom Advisors	October 2008	<ul style="list-style-type: none"> Ongoing verification will help us focus on strategies to prepare these students for on-time graduation. Graduation Template and Graduation Requirement Checklists will provide indication of implementation, David Littlefield
Establish an Advisor-Advisee Program in grades 9-12	Advisors Guidance Team Leaders	August 2008	<ul style="list-style-type: none"> Checking unit totals, HSAP passage status, and updating check-off sheets and graduation template will facilitate on-time graduation. Rosters for each advisor, attendance records, and a calendar of meeting dates will indicate implementation, Letitia Plowden. Students will attend advisory every day for 30 minutes. Small Learning Community administrators will conduct observation of teachers during advisory. Mrs. Letitia Plowden will conduct follow up staff development at end of semester.

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 2: By April 1, 2009, 73% of students enrolled in English 1, Algebra 1, US History, and Physical Science will demonstrate at least 70% mastery of course content knowledge as measured by local benchmark assessments for these courses.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Identify students enrolled in English 1, Algebra 1, US History, and/or Physical Science	Guidance	August 2008	<ul style="list-style-type: none"> List of students enrolled in EOC courses will facilitate the development of strategies to prepare the cohort for on-time graduation, David Littlefield
EOC teachers will develop and administer <ul style="list-style-type: none"> EOC-like 5 minute assessments (bell work) EOC-like Pre/Post tests EOC-like Quiz/tests 	Lead teacher Department Heads Teachers	July 2008	<ul style="list-style-type: none"> Developing and administering EOC-like assessments will prepare students for the format of EOC. Examples of assessments, examples of student work, scores, interims and report cards will serve as indicators of implementation, Patty Evans, Dorothy Fleck, Francine Gasque, and Mary Ann Williams
Conduct professional development and implement <ul style="list-style-type: none"> Literacy Across the Curriculum Differentiated Instruction The Power of I 	Principal Lead Teacher Outside sources	July 2008	<ul style="list-style-type: none"> Training teachers on Best Practices will improve classroom instruction and student achievement. Professional Development Plan, sign-in sheets, agendas, observation records with lesson plans, and mentor feedback meeting records will serve as implementation indicators, Karen Medley. Staff development is conducted by administrators, team leaders, lead teachers, and curriculum specialist. Staff developments will be conducted on selected Fridays during planning periods. In addition, staff development sessions will be conducted on every 4th Tuesday. Observation tool was developed by HSTW and Florence School District One.

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<p>WHS Faculty will keep a notebook to utilize data to drive instruction.</p>	<p>Team leaders</p> <p>Department Heads</p> <p>Assistant Principals</p>	<p>September 2008</p>	<p>Notebooks make data more accessible to teachers and will drive instruction. Notebook contents:</p> <ul style="list-style-type: none"> • Section One • Pacing Guides • Long Range Plans • Standards and Objectives • Lesson Plans • Section Two • Demographics (ethnicity, gender, learning styles, etc) • Section Three • MAP Scores/Lexiles • Pre-tests • Section Four • Assessments • Section Five • Data Analysis • Section Six • Parent Contacts <p>will indicate implementation, Patty Evans, Dorothy Fleck, Francine Gasque, Mary Ann Williams</p>

Focused Goal 3: By April 1, 2009, using the MAP score correlation to HSAP, 88% of students who have not passed the HSAP will demonstrate readiness to pass all portions by scoring a minimum of 209 in Reading, 210 in Language Usage, and 223 in Math

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Identify those students in the 2009 longitudinal cohort who have not passed all parts of HSAP	Guidance	August 2008	<ul style="list-style-type: none"> List of students in the 2009 longitudinal cohort will facilitate the development of strategies to prepare the cohort for on-time graduation, David Littlefield
Administer MAP to all students who have not passed the HSAP	Test Administrators	September 2008 January 2009	<ul style="list-style-type: none"> MAP administration will be used to identify areas of deficiency in students for focused instruction. MAP scores and Decartes groups will demonstrate implementation , Katina Montgomery
Analyze MAP data	Teachers Guidance Test Administrators	September 2008	<ul style="list-style-type: none"> Goal-setting conferences with students will focus both teachers and students on areas of deficiency in order to prepare for HSAP. Graduation Requirement Check Sheets will document implementation, David Littlefield, M. Shell Lee, Letitia Plowden, Katina Montgomery
Train faculty in use of data analysis to drive instruction	Principal Lead teacher	October 2008	<ul style="list-style-type: none"> Data analysis drives instruction which focuses on student needs to meet learning objectives. Schedule of training, sign-in sheets, agendas, and data notebooks will indicate implementation, Karen Medley. Administrators will review lesson plans to ensure that best practices are being used. In addition, administrators will conduct observations.

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Offer summer bridge courses in English and Math based on 7 th -grade PACT and 8 th -grade MAP scores	Principal Selected teachers	July 2008	<ul style="list-style-type: none"> Summer bridge courses provide students with instruction needed to perform on grade level before entering the ninth grade. Class rosters and attendance records will indicate implementation, Willie Shaw, School of Foundational Studies
HSAP teachers develop and administer HSAP-like 5 minute checks (bell work)	Department Heads Teachers Team Leaders Assistant Principals	September 2008	<ul style="list-style-type: none"> Developing and administering HSAP-like assessments will prepare students for the format of HSAP. Sample assessments, sample student work, and score reports will indicate implementation, Patty Evans, Dorothy Fleck, Francine Gasque, and Mary Ann Williams. Administrators will inspect lesson plans and observe classes to ensure that bellwork resembles HSAP.
Offer HSAP classes for students who have not passed the HSAP	Guidance Principal Selected teachers	August 2008	<ul style="list-style-type: none"> Forty-five minute courses will allow students to receive remediation on needed skills to pass the HSAP. Class rosters, attendance records, interim and grade reports will indicate implementation, Dr. Gerard Edwards
Hold an HSAP Parent Awareness meeting	Principal Guidance	September 2008	<ul style="list-style-type: none"> Parent Awareness meeting will advise parents of students' standing on HSAP and graduation. Graduation Requirement Check Sheets, parent letters, sign-in sheets, and agenda will indicate implementation, David Littlefield
Offer additional HSAP After-School for students who have not passed the HSAP	Guidance Principal Selected teachers	February 2009	<ul style="list-style-type: none"> Additional HSAP After-School courses will allow students to receive remediation on needed skills to pass the HSAP. Attendance records will indicate implementation, Dr. Gerard Edwards

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 1: The principal will provide instructional leadership in support of Goal 1: By April 1, 2009, 80% of the students in the 9GR6 cohort will be on-target for on-time graduation as measured by the graduation template.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Meet quarterly with the Director of Guidance in order to review the progress of the 9GR6 cohort.	Principal Director of Guidance	September 2008	Conduct quarterly meeting in order to review student progress sheets. Documentation: Meeting notes and student progress sheets. Dr. Gerard Spencer Edwards & David Littlefield
Communicate with parents the progress of their children toward on-time graduation	Principal Director of Guidance	September 2008	Communicate to parents the expectations and steps to graduate high school. Connect with parents about graduation process. Documentation: Phone Call Documentation. Dr. Gerard Spencer Edwards & David Littlefield

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal’s Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 2: Principal will provide instructional leadership to teachers in support of Goal 2: By April 1, 2009, 73% of students enrolled in English 1, Algebra 1, US History, and Physical Science will demonstrate at least 70% mastery of course content knowledge as measured by local benchmark assessments for these courses.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal’s responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)												
Conduct walk-through, informal, and formal observations of HSAP and EOC classes. Number per week: <table border="1" data-bbox="109 852 688 987"> <tr> <td></td><td>WT</td><td>Informal</td><td>Formal</td></tr> <tr> <td>Principal</td><td>2</td><td>2</td><td>1</td></tr> <tr> <td>Asst. Principal</td><td>5</td><td>1</td><td>1</td></tr> </table> WT – Walk-throughs		WT	Informal	Formal	Principal	2	2	1	Asst. Principal	5	1	1	Principal Assistant Principals	September 2008	Observe teachers during week. Walk-through, informal, and formal observations allow administrator to review classroom instruction. Documentation: observation notes and forms. Dr. Gerard Spencer Edwards, Assistant Principal. Administrators will give teachers a copy of each observation and conduct a post-observation conference. Feedback will be provided during the post-observation conference and on evaluation forms.
	WT	Informal	Formal												
Principal	2	2	1												
Asst. Principal	5	1	1												

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Document weekly administrative responsibilities. Keep documentation of activities (instructional leadership, school climate, supervision, etc.) in notebook. All administrators will keep documentation.	Principal Assistant Principals	September 2008	The areas covered in weekly responsibilities will revolve around a core of recognized leadership standards that provide leaders with a framework for effective practice. Documentation: Completed weekly administrative document and notebook. Dr. Gerard Spencer Edwards and Assistant Principals.
Conduct parental involvement activities (parent conferences, meetings, and/or assemblies) Discuss HSAP requirements and EOC assessments.	Principal	September 2008	We will use intervention strategies and activities in order to positively affect the parental involvement: <ul style="list-style-type: none"> • Connecting – break down barrier between families and the school • Communicating – establish two-way communication • Coordinating – get school and community resources to needy families • Coaching – enhance the family’s ability and capacity to play their Partner Roles Documentation: Sign-in sheets, meeting notes, and/or pictures of events. Dr. Gerard Spencer Edwards Parent trainings will be held every nine weeks (prior to the Spring 2009 HSAP). Parents will complete surveys at the end of each training session in order to evaluate the effectiveness.

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Conduct monthly meetings with teachers of HSAP classes and EOC classes. During these conferences discuss differentiation, data analysis, review notebooks, and teacher concerns	Principal	September 2008	Meetings will allow principal and teachers to discuss activities, student progress, weaknesses, strengths, and areas of improvement. Documentation: Meeting notes and observations forms. Dr. Gerard Spencer Edwards
Conduct weekly administrative meeting. During this meeting plan and review data with administrators.	Principal Assistant Principals	July 2008	Quality leadership is a critical variable in the effort to promote school improvement. Reviewing weekly activities and observations links leaders with the ultimate objective of student achievement. Documentation: meeting notes, agenda, and handouts. Dr. Gerard Spencer Edwards

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal’s Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 3: The principal will provide instructional leadership to 100% of the teachers at Wilson High School in data analysis and instructional best practices in support of Student Achievement Focused Goals 1, 2, and 3.

- 1. By April 1, 2009, 80% of the students in the 9GR6 cohort will be on-target for on-time graduation as measured by the graduation template.**
- 2. By April 1, 2009, 73% of students enrolled in English 1, Algebra 1, US History, and Physical Science will demonstrate at least 70% mastery of course content knowledge as measured by local benchmark assessments for these courses.**
- 3. By April 1, 2009, using the MAP score correlation to HSAP, 88% of students who have not passed the HSAP will demonstrate readiness to pass all portions by scoring a minimum of 209 in Reading, 210 in Language Usage, and 223 in Math**

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal’s responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Conduct staff development on data analysis.	Principal	February 2009	Provide staff development to staff on data analysis and provide teachers with training on data analysis which will enable teachers to use data analysis to drive instruction and therefore improve student achievement. Documentation: Meeting notes, agenda, teacher sign-in sheets, and staff development notes. Administrators will review teacher’s data notebooks in order to ensure that best practices are being used. Each nine weeks teachers will turn in data analysis of student grades.

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Conduct book talks dealing with data analysis and use of data in classroom	Principal	February 2009	<p>The subject of the book talks will be on data analysis which will enable teachers to use data analysis to drive instruction and therefore improve student achievement.. Documentation: Meeting notes, agenda, bibliography of books used, teacher sign-in sheets, and staff development notes.</p> <p>Book talks will be conducted during the months of January, February, March, and April. The book talks will be conducted in small learning communities and lead by team leaders.</p>

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Focused District Instructional Leadership Goal 1: Florence School District One will provide instructional leadership in support of Goal 1: By April 1, 2009, 80% students in the 9GR6 cohort will be on-target for on-time graduation, as measured by the graduation template.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Provide laptop cart for mobile NovaNET lab.	Director of Technology Assistant Superintendent Director of Secondary Education	December 2008	Laptop cart will provide access to NovaNET instruction. Documentation: Observations and student rosters. Jayne Boswell, Randy Koon, Tommy Cooper
Provide 30 licenses for NovaNET port.	Director of Technology Assistant Superintendent Director of Secondary Education	December 2008	NovaNET will allow students to recoup credits. Documentation: Observations, progress reports, and student rosters. Jayne Boswell, Randy Koon, Tommy Cooper

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District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 2: By April 1, 2009, 73% of students enrolled in English 1, Algebra 1, US History, and Physical Science will demonstrate at least 70% mastery of course content knowledge as measured by local benchmark assessments for these courses.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Florence School District One instructional staff members will conduct a minimum of 5 monthly observations of teachers teaching End-of-Course classes and provide feedback.	Assistant Superintendent Director of Secondary Education	September 2008	Teacher observations are linked to classroom performance. This measure will improve teaching practices and student performance. Documentation: Observation forms and Conference Notes. Randy Koon
Provide professional development days in order to assist in effective instruction. The staff development will focus on (1) the needs and characteristics of participant learners; (2) the program characteristics of purposes, structure, content, process and follow-up; and (3) the organizational characteristics that contribute to or support effective staff development.	Superintendent Assistant Superintendent Director of Secondary Education	August 2008	Professional development days will allow teachers to focus on student achievement. Documentation: Sign-in Sheets, Professional Development Notes, and Teacher Observation forms

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Provide professional development in Cognitive Coaching sm for selected teachers	Superintendent Assistant Superintendent Director of Secondary Education Principal	August 2008	Cognitive Coaching sm will key in on teaching strengths and weaknesses. Documentation: Conference sheets, meeting records, and observations. Randy Koon
Provide mentors for induction teachers and others as needed. Mentors can help address professional growth.	ADEPT Coordinator Principal	August 2008	Mentors will provide coaching for induction and other teachers. Documentation: Meeting Records and Observations. Debra Watson

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District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 3: Florence School District One will provide instructional leadership in support of Goal 2 with monthly observations and feedback and additional instructional staff: By April 1, 2009, using MAP results as a benchmark, 88% of the students in the 9GR6 cohort will have passed all portions of the HSAP.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Florence School District One instructional staff members will conduct a minimum of 5 monthly observations of teachers teaching HSAP classes and provide feedback.	Assistant Superintendent Director of Secondary Education	September 2008	Teacher observations are linked to classroom performance. This measure will improve teaching practices and student performance. Documentation: Observation forms and Conference Notes. Randy Koon
Provide additional instructional staff in order to teach HSAP-prep classes in English/Language Arts and Mathematics.	Superintendent Assistant Superintendent Director of Secondary Education	September 2008	Additional staff members will allow the opportunity to teach 45 minute HSAP prep classes to at-risk students and will help keep student-teacher ratio down.. Documentation: Student Progress Reports and rosters. Randy Koon

**Title and Description of Each Program and Initiative
Included in the FSRP**

9GR6 cohort – those students who entered the 9th grade for the first time during the 2005-2006 school year.

HSAP – the High School Assessment Program, the high school graduation test

NovaNET – a self-paced, curriculum aligned program for credit recovery

Attendance Recovery Program – a district program which allows students who have lost credit for a course due to excessive absences to recover the unit lost

Advisor-Advisee Program – a school-wide program designed to establish a weekly meeting between students and advisors to monitor academic progress

EOC – End of Course test

Literacy Across the Curriculum – an initiative which involves content-area teachers in promoting literacy strategies in all subject areas

Differentiated Instruction – teaching strategies designed to meet the needs of all levels of readiness in heterogeneous classrooms

The Power of I – a school-wide policy in which students redo work for mastery and an incomplete is given until students master course content

Standards in Practice – a program to evaluate course work to insure it is on grade level and addresses standards with the proper rigor

Best Practices – research-proven effective teaching strategies

MAP – Measure of Academic Progress a diagnostic testing program to measure academic progress

Cognitive Coaching – a professional staff development program on supervisor/peer coaching designed to key in on teaching strengths and weaknesses